RESPONSIVE INSTRUCTION

Quality Educational Practices

Orange County Public School System 2008

Gena C. Keller, Associate Superintendent of Instruction Rebecca Yellets, Director of Student Services 540-661-4550

The Curriculum & Instruction Team

- Jen Davis, Literacy Coordinator
- Donna Phillips, Literacy Coordinator
- Becky Yellets, Director of Student Services
- Jan Carpenter, Coordinator of Special Education
- Carol Hunter, Coordinator of Gifted and Talented Services
- Comer Gaither, Student Services Coordinator
- Chuck Winkler, Director of Elementary Instruction
- Jim Yurasits, Director of Accountability, Data and School Improvement
- Linda Carlton, Director of Secondary Instruction
- Regina Pierce, Educational Consultant
- Darrell Hatfield, Director of Technology
- Gena Keller, Associate Superintendent of Instruction
 - ITRTs Peg Knight and Pedro Hernandez
 - Math Specialist Tracy Munger
 - Principals

BRIEF HISTORY

- RTI Seen as a special education process for children identified as special needs
- Aimsweb Seen as "something that the special education teachers used" to monitor their students' progress
- Little ownership by general education staff – more like a "handoff"

BRIEF HISTORY

- SSMT in place in all schools
- Problem solving in place via SSMT in most schools – not consistently implemented
- District wide expectation that all students will learn - not always seen in practice

A NEW PARADIGM

- ...moving Response to Intervention to a GENERAL EDUCATION PROCESS
- ...and thinking differently about the INSTRUCTION

Courageous Conversations

- DO WE REALLY BELIEVE THAT IT IS OUR PRIMARY PURPOSE TO:
- Effectively teach all children
- Intervene early
- Use a multi-tiered model of service delivery
- Use a problem solving process to make decisions

Courageous Conversations

- Identified Quality Instruction look fors
- Determined our current reality
- Identified training and professional development needs
- Identified roles / responsibilities
 - Central Office / Principals / Literacy Coordinators / Reading Specialists / G&T Coordinator / ITRTs /
- Identified a systems-approach to RTI and restructured to support implementation
 - Principals work-sessions / Organized training and professional development calendar / Ambassadors / Follow-through plan – checks and balances

REACHED CONSENSUS ON:

Quality Instruction - Fluent

Tiered Interventions - Emerging /

Proficient

Universal Screenings - Emerging /

Proficient with PALS

Progress Monitoring - Emerging

Fidelity of Implementation - Emerging Began creating a COMMON VOCABULARY

What we did...

- Initiative –Teaching For Meaning
- oInitiative Literacy K-3 / 4-5 6-8 / 9-12
- Initiative Just 5 Clicks –
 Student data warehouse

AND SOME MORE STEPS....

- Talked with small groups of teachers
- Asked for volunteers to look at the process / RTI forms
- Defined the tiers of instruction research based best practices
- Stayed away from educational jargon where possible
- Observed / Observed instruction and team meetings
- Began pilot study at an elementary school using universal screenings, benchmarking and progress monitoring – AimsWeb
- Outlined expectations for Literacy Coordinators / Reading Specialists
- Outlined expectations for standardized time for LA / Math / SS and Science
- Implemented training and follow-through plan for Just 5 Clicks data warehouse for all student achievement data
- Began pilot at Gordon-Barbour Elementary School using AIMSweb as a universal screener, benchmark and progress monitoring tool along with PALS

WHAT WE LEARNED:

- BIG gap in knowing and doing
- The "thinking about instruction" was not changing
- Little dialogue about instructional interventions based on data – more on " I just know"
- Limited access to student performance data – usually hard copy info
- Haphazard excellence, random pockets of GREAT instruction – little sharing

WHAT WE LEARNED

- We needed to reorganize in order to be of service to our teachers and *principals*
- We needed to raise hard questions:
 - What essential skills / knowledge do our students need to know? How can you assure your teachers have reached consensus on this?
 - How will you know when they have mastered these skills/ this knowledge? How can you assure your teachers have reached consensus on these?
 - What do you do when they don't? What do you do when they do? How can you assure your teachers are following through with meeting the needs of the students?

WHAT WE LEARNED

- Our teachers had to have time to talk about interventions and instructional strategies
- Our teachers had to reach consensus on what the concepts / skills were that needed to be taught
- Our teachers needed to feel safe enough to share their successes and failures

WHAT WE LEARNED

 Our teachers needed to know that using best instructional strategies everyday for every child was expected and was actually the "DOING SOMETHING" piece... "doing something" did not mean SPECIAL EDUCATION!

WHAT WE WILL CONTINUE...

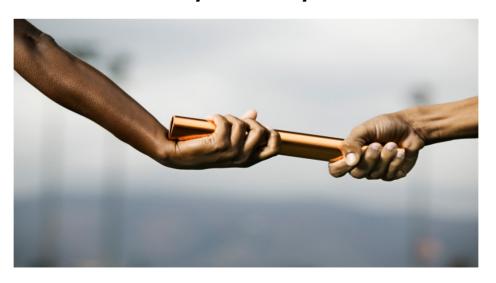
- CONTINUE PILOT AT GBES
 - Bill Berry / Regina Pierce / Comer Gaither
- PILOT THE USE OF Universal Screeners at all sites for literacy – PALS / SRI / AIMSweb
 - Chuck Winkler / Jen Davis / Regina Pierce
- CONTINUE THE USE of Progress
 Monitoring Tools (AIMSweb) for all Tier III students and Tier II as applicable
 - Comer Gaither / Becky Yellets

Continuing to Build Capacity

- Book studies with principals / teachers
- County-wide Ambassadors for OCPS
- Continue PLCs at each site
- Use "push-in" model for adults
- School Continuous Improvement Plans addresses three questions
- Focus on making meaning of data J5C / benchmark data / student achievement profiles
- Set standards for conversations about students - QBQ
- KEEP CONNECTED AND MAKE NO ASSUMPTIONS!

And THINK DIFFERENTLY...

 CENTRAL OFFICE STAFF MUST think differently about how to best be of service to their building level principals



RESOURCES FOR PRINCIPALS

- WORK SESSIONS
- EXPECTATIONS FOR THE CENTRAL OFFICE C&I TEAM — CLARIFY AND FOLLOW-UP
- CEASE THE "DOING SOMETHING" PRACTICE OF CENTRAL OFFICE PEOPLE
- PREPARE GATE KEEPERS FOR TIERS / BUILD UNDERSTANDING

INSIGHTS...Change has psychological implications...



INSIGHTS ...

- o Be patient nurture and nudge
- o Put the right people in the right places
- o Be prepared to change your role
- Roll up your sleeves and learn read/ discuss / debate / reach consensus and move on
- o Identify filters for decision making and stick to them
 - What's best for teachers or what's best for students?
- o Prepare yourself for, at least, 3 years of implementation before what you do "looks like an RTI process"
- Understand that RTI is probably one of the best opportunities to impact teachers' and students' lives in a positive way
- o RTI challenges you to merge the art of teaching with the psychometric world the ART and SCIENCE of teaching
- o RTI is not a program it is a belief system that plays out in the best interest of all students when implemented well
- Take time to reflect...help your principals MAKE time to reflect

ORANGE COUNTY PUBLIC SCHOOL SYSTEM

- THANK YOU FOR YOUR TIME!
- o Questions?
 - Comments?
 - •Suggestions?

